

## Pupil premium strategy statement – Lytchett Matravers Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School Overview

Detail	Data
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2023-2024
Date this statement was published	15.12.23
Date on which it will be reviewed	15.09.24
Statement authorised by	Susannah Hill
Pupil premium lead	Laura Dominey, Heather Helm, Amy Foster
Governor / Trustee lead	S.Mackay

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,460
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,940
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£81,400

## Part A: Pupil premium strategy plan

### Statement of intent

At Lytchett Matravers Primary School (LMPS), we believe that all children should flourish and grow to reach their full potential. All pupils should be nurtured and supported to be the best they can be. All pupils should experience high quality teaching alongside a range of experiences that broadens their horizons and supports personal development to ensure they make accelerated progress. No child should be disadvantaged by lack of opportunity, or non-attendance and should be encouraged to fully participate in a wide range of educational experiences. At Lytchett Matravers Primary School, pupils are encouraged to find their voice and grow in confidence and social ability to develop their own skill set and passion.

We take into careful consideration the various challenges faced by vulnerable pupils. We consider each child as an individual, with their own unique personality, characteristics, successes and challenges. This is the starting point when planning provision for each of our pupils - treating each child as an individual and ensuring the offer they receive supports them fully, whether they are disadvantaged or not.

Our strategy intention is that all pupils, irrespective of the challenges they may face in their lives, make good progress and achieve well across all subject areas. High-quality teaching within the classroom, alongside good attendance, are the foundation of our approach. Our ultimate ambition for our children who are eligible for Pupil Premium, is to academically achieve in line with or above national outcomes, being secondary ready by the time they leave LMPS. Our strategy ensures that pupil's needs are identified and supported through high quality task adaptation and structured interventions that are linked directly to good practice and research.

All children who are eligible for Pupil Premium participate in;

- Quality first teaching.
- High quality support and task adaptation.
- High quality interventions based on good practice research.
- Nurturing relationships and environments which support mental health and wellbeing.

Our pupil premium strategy takes a tiered approach towards achieving these goals, firstly, by ensuring that quality first teaching is at its core. Research tells us that this is the most powerful way of improving pupil attainment, especially for socio-economically disadvantaged students.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge								
1	<b>Attendance:</b> Our attendance data for the last academic year (2022-23), indicates that attendance among disadvantaged pupils has been lower than that for non-disadvantaged pupils.								
	Whole School 2022-23	YR	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
	Whole School	92.9%	95.71%	93.61%	95.44%	95.28%	94.59%	92.3% -	94.28%
	PP	90.9%	94.45%	88.6%	94.75%	93.32%	91.61%	89.59%	91.98%
	Additionally, persistent absentee (PA) rates for our children who are eligible for Pupil Premium is high, with 31% of our children eligible for the Pupil Premium being PA in 2022-23.								
2	<b>Quality First Teaching:</b> Assessments, learning walks, observations & discussions with pupils suggests that retention and retrieval of key knowledge can be a barrier for some vulnerable pupils, across the school.								
	Assessments, observations, and discussions with pupils suggest disadvantaged pupils often have greater difficulties with phonics than their peers. This negatively impacts their development as readers due to the importance of embedding of secure phonological knowledge.								
3	<b>SEND:</b> 26% of children who are eligible for PP, also have SEND. Task adaptation is an area for development across quality first teaching as a deepened understanding of children with more complex needs emerges. Understanding the learning profile for these children is key.								

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b><u>Attendance</u></b></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Children who are eligible for Pupil Premium achieve in line with national attendance figures.</li> <li>• To reduce the % of children who are eligible for PP that become persistent absentees.</li> <li>• Children who are eligible for Pupil Premium achieve in line with, or below national PA attendance rates.</li> </ul>
<p><b><u>Quality First Teaching</u></b></p> <p>For children who are eligible for Pupil Premium (PP) to make accelerated progress from their starting point, ultimately achieving in line with, or above national outcomes.</p>	<ul style="list-style-type: none"> <li>• Children who are eligible for PP in the EYFS make accelerated progress.</li> <li>• Children who are eligible for PP in Year 1 to achieve in line with national during the PSC.</li> <li>• Children who are eligible for PP in Yr2 who did not meet the expectation in the PSC, will pass at the end of KS1.</li> <li>• For PP children to achieve in line with national for combined RWM across Key Stage 2.</li> <li>• For PP children to achieve in line with national for Reading, Writing and Maths at the end of Key Stage 2.</li> <li>• Increase in accelerated progress for PP pupils across years 1-5.</li> <li>• Early identification of learning gaps is highlighted at key tracking points (termly) and data shows either gaps are being addressed as the year progresses, or robust intervention plans are implemented.</li> </ul>
<p><b><u>SEND</u></b></p> <p>For pupils who have SEND and are also eligible for PP to make accelerated progress, diminishing the gap.</p>	<ul style="list-style-type: none"> <li>• Individual targets are achieved.</li> <li>• Learning walks and learning scrutinies demonstrate that learning is being adapted to meet the needs of pupils who have SEND and are also eligible for PP.</li> <li>• Assessments demonstrate good progress for pupils who have SEND and are also eligible for PP.</li> <li>• Intervention markers demonstrate progress pupils who have SEND and are also eligible for PP.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention). Budgeted cost: £40,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop staff subject knowledge and pedagogical understanding to deliver <b>high quality teaching in every classroom</b> - through:</p> <ul style="list-style-type: none"> <li>• INSED and weekly Teacher CPD sessions</li> <li>• NPQ Programme</li> <li>• Peer to peer mentoring and coaching</li> <li>• Knowledge of ECT Materials</li> </ul>	<p><b>EEF: Effective Professional Development:</b></p> <ul style="list-style-type: none"> <li>• High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</li> <li>• To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.</li> <li>• Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.</li> <li>• Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.</li> </ul> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1702445755">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1702445755</a></p> <p>Make it Stick: <a href="https://www.youtube.com/watch?v=MfyloWuuZU">https://www.youtube.com/watch?v=MfyloWuuZU</a> P. Brown, M.McDaniel &amp; H.Roediger III</p> <p><b>Tom Sherrington:</b> Rosenshine's Principles in Action.</p>	2 & 3
<p>CPD for teachers to develop <b>understanding of pedagogy and lesson structure.</b></p> <ul style="list-style-type: none"> <li>• Retrieval</li> </ul>	<p><b>EEF: Effective Professional Development – as above</b></p> <p><b>EEF: Teacher Feedback to Improve Learning</b></p> <ul style="list-style-type: none"> <li>• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.</li> </ul>	2 & 3

<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Apply</li> <li>• Deepen</li> <li>• Effective feedback</li> <li>• Adaptive teaching for identified pupils to scaffold learning</li> </ul>	<ul style="list-style-type: none"> <li>• High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</li> <li>• Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</li> </ul> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1702451869">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1702451869</a></p>	
<p>Develop the use of <b>coaching and mentoring to develop teaching &amp; learning:</b></p> <ul style="list-style-type: none"> <li>• Research Jonathan Hanham: Using coaching to develop teaching and learning</li> <li>• Develop middle leader coaching sessions</li> <li>• High level of commitment to ECT training materials and mentoring</li> </ul>	<p><b>EEF: Effective Professional Development:</b>  <i>B. Motivate staff</i></p> <ul style="list-style-type: none"> <li>- Setting and agreeing on goals</li> <li>- Presenting information from a credible source</li> <li>- Providing affirmation and reinforcement after progress</li> </ul> <p><b>EEF Guidance for effective coaching:</b></p> <ul style="list-style-type: none"> <li>• Offer support in a constructive, collaborative manner</li> <li>• Help teachers take control of their professional development, while at the same time providing appropriate challenge</li> <li>• Have the trust and confidence of teachers and regularly engage with school leaders</li> </ul> <p><a href="https://files.eric.ed.gov/fulltext/ED591448.pdf">https://files.eric.ed.gov/fulltext/ED591448.pdf</a></p>	<p>2 &amp; 3</p>
<p>Review the <b>monitoring and evaluation framework of teaching and learning to explore the impact</b> of CPD for children who are eligible for Pupil Premium.</p> <ul style="list-style-type: none"> <li>• 360 observations</li> <li>• learning walks</li> <li>• coaching and mentoring</li> <li>• Peer-peer support for colleagues</li> </ul>	<p><b>EEF: Effective Professional Development:</b>  <i>C. Develop teaching techniques</i></p> <ul style="list-style-type: none"> <li>- Instruction</li> <li>- Social support</li> <li>- Modelling</li> <li>- Monitoring &amp; feedback</li> </ul> <p><i>D. Embed Practice</i></p> <ul style="list-style-type: none"> <li>- Providing prompts and cues</li> <li>- Prompting action planning</li> <li>- Encouraging monitoring</li> <li>- Prompting context specific repetition</li> </ul> <p>Provide guidance on how participants can adapt professional development. Programme developers should signal to those selecting and delivering PD programmes where adaptations can be made, ensuring that the mechanisms are protected and prioritised.</p>	<p>2 &amp; 3</p>

<b>Subscriptions to;</b> <ul style="list-style-type: none"> <li>RWI</li> <li>Numbersense Maths programme.</li> </ul>	<p>⌘ Ruth Miskin’s program Fresh Start, created using the same principles as <i>Read Write Inc.</i> for older students still learning to read, was tested through the Education Endowment Foundation (EEF) in 2015. The trial involved ten secondary schools and 433 grade six students. The study randomized students within each of the schools and found a positive impact on all students of an additional three months’ progress over the course of twenty-two weeks.</p> <p>⌘ Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught <i>Read Write Inc.</i></p> <p><b>Numbersense:</b> The structured nature of the programme, combined with the detailed guidance for each teaching step, provides in built support for teachers and TAs to develop their pedagogical subject knowledge.</p> <p>Teachers and TAs at subscribing schools can also come along to regular <u>subscriber coaching</u> sessions to learn more about key aspects of the programme and to ask for advice on any implementation questions they have.</p>	1, 2 & 3
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)** Budgeted cost: £17,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Same day, in-class targeted intervention:</b> <ul style="list-style-type: none"> <li>Pre-teach/catch up approaches</li> </ul>	<b>EEF:</b> <ul style="list-style-type: none"> <li>Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.</li> <li>Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</li> <li>Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning.</li> </ul>	2 & 3
<b>Targeted group teaching:</b> <ul style="list-style-type: none"> <li>Regular and explicit RWI Fast Track phonics catch up for pupils who have not passed screener or who are not on track.</li> </ul>	<b>EEF:</b> Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	2 & 3



<ul style="list-style-type: none"> <li>• 1:1 Tuition for Year 6 Children delivered by class teachers, English Lead and highly skilled TAs.</li> </ul>	<p><b>EEF One to one Tuition:</b></p> <ol style="list-style-type: none"> <li>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</li> <li>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</li> <li>3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</li> </ol> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	
<p><b>Specific reading, phonics and maths intervention programmes led by teachers and TAs:</b></p> <ul style="list-style-type: none"> <li>• Herts for Learning intervention.</li> <li>• Daily reading with matched reading books/ targeted reading intervention</li> <li>• RWI Fast Track Phonics Intervention</li> <li>• Speech and language intervention/programmes</li> <li>• Maths- 1<sup>st</sup> class @ number 1 &amp; 2,</li> <li>• Success @ Arithmetic intervention</li> </ul>	<p><b>EEF:</b> Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <ul style="list-style-type: none"> <li>• On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</li> <li>• Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>• The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</li> </ul> <p><b>Every Child Counts:</b> Over 55,000 pupils in Years 1 to 11 have been supported by 1stClass@Number in 4,000 schools. They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. 93% of them showed more confidence and interest in learning mathematics in class after 1<sup>st</sup> Class @ Number.</p>	<p>1, 2 &amp; 3</p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £23,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective attendance systems:</p> <ul style="list-style-type: none"> <li>Attendance is high profile within school and for all stakeholders</li> <li>SLT &amp; admin - 3 weekly attendance monitoring schedule and follow up actions</li> <li>Teachers support and challenge poor attendance early</li> <li>Pastoral support to improve attendance</li> <li>Effective attendance systems and interagency partnerships support good attendance for children eligible for PP.</li> </ul>	<p><b>DfE: Working together to improve school attendance (May 2022):</b></p> <p>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. If children are not in school, they will not be able to attend lessons and therefore make progress in their learning.</p>	1
<p>Review the distributed leadership &amp; graduated response to/of attendance across the school. Refine the understanding and language based around attendance (absence).</p> <p>Staff know and understand our families who need us most, working alongside them to improve attendance.</p>	<p><b>DfE: Working together to improve school attendance (May 2022):</b></p> <p>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. If children are not in school, they will not be able to attend lessons and therefore make progress in their learning.</p>	1, 2 & 3
<p>Pastoral team support with social, emotional and behavioural needs:</p> <ul style="list-style-type: none"> <li>Trauma Informed approaches - group and 1:1</li> <li>ELSA programmes &amp; other specific approaches such as Social Smarts</li> <li>Hamish &amp; Milo intervention</li> <li>Daily Pastoral sessions</li> <li>Start the day - meet and greet</li> <li>P/LAC Designated Teacher</li> </ul>	<p><b>EEF:</b></p> <ul style="list-style-type: none"> <li>Alongside academic outcomes, interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</li> <li>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</li> <li>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</li> </ul>	1, 2 & 3

<p>CPD for all staff – To refine and develop staff understanding of the graduated response to behaviour and SEND.</p> <ul style="list-style-type: none"> <li>• CPD Deepening Understanding of behaviour</li> <li>• Trauma Informed School's training for individuals and groups to embed practice.</li> </ul>	<p><b>EEF: Improving Behaviour in Schools</b> <a href="https://d2tic4wv01iusb.cloud-front.net/production/eeef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1702413107">https://d2tic4wv01iusb.cloud-front.net/production/eeef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1702413107</a></p> <ul style="list-style-type: none"> <li>• Teaching learning behaviours will reduce the need to manage misbehaviour</li> <li>• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</li> <li>• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time</li> </ul> <p>• Consistency and coherence at a whole-school level are paramount</p> <p>• Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches</p> <p>• However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level</p>	<p>1, 2 &amp; 3</p>
<p>Uniform grant, financial support with wider opportunities across the wider curriculum, educational visits and experiences.</p>	<p><b>EEF:</b></p> <ul style="list-style-type: none"> <li>• Physical activity - there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</li> <li>• Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g., equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</li> </ul>	<p>1, 2 &amp; 3</p>

**Total budgeted cost:** £81,400

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Data suggest that the previous strategy needed to be reviewed in light of outcomes and the change of Leadership. Below is a review of the Intended Outcomes from 22/23.

**Intended Outcome 1: Children have an increased love of reading and are reading to learn and expanding their appreciation of the world around them. & Intended Outcome 4: All PP children have reading ages at least in line with their chronological age\*.**

- EYFS children eligible for PP, outperformed their peers in achieving GLD (75% PP, Cohort 67%), which was well above national (67.2%).
- Within Early Years, whilst 80% of the cohort obtained the expectations in Reading, only 75% of children eligible for PP achieved this.
- In Year 1, only 67% of those eligible for PP achieved the PCS standard.
- Reading outcomes for Year 2 were below national (68%) at 63% for all children. Those eligible for PP were significantly below with only 50% attaining EXS.
- 83% of children eligible for PP met the expected standard or more in Reading across KS2, which is significantly above national at 73%.
- OFSTED June 2023 reported; *“Leaders swiftly form robust plans for improvement when pupils’ published outcomes do not meet their expectations. They rigorously check these. For example, while leaders were disappointed with pupils’ progress in reading in 2022, they have quickly addressed these weaknesses. The reading curriculum is now a strength of the school. Leaders have retrained staff in how to teach reading. Staff ensure they teach using the same methods and vocabulary. This means pupils learn to read consistently well. Staff quickly identify those pupils who fall behind. Through precise support, these pupils catch up and keep up.”*

**Intended Outcome 2: PP children have wider access to the rich experiences often afforded to their peers.**

- Pupils have had access to a range of experiences. Whilst this has developed their cultural capital, it is yet to translate into improved outcomes at KS2.
- Discussion and observation suggests that children are making progress, however, this is inconsistent across the group.
- We recognise that their rich experience needs to be, develop an independence, enabling them to lead their own learning and build resilience. High, Quality first teaching across the curriculum best enables children to diminish gaps and will be a key challenge moving forwards.

- You could put in the % of PP pupils attending clubs was not as high as it could be and remains to be a focus, however, most children eligible for the pupil premium attended residentials, and all were given reading materials.
- Despite this, GPS outcomes for Year 6 were well below national (72%) at 58% for all children. Those eligible for PP were significantly below with only 50% attaining EXS.

### **Intended Outcome 3: PP children have attendance levels at least in line with national average.**

- Our overall attendance data for the last academic year (2022-23), indicates that attendance among disadvantaged pupils has been lower than that for non-disadvantaged pupils.

<b>Whole School 2022-23</b>	<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>TOTAL</b>
<b>Whole School</b>	92.9%	95.71%	93.61%	95.44%	95.28%	94.59%	92.3% -	<b>94.28%</b>
<b>PP</b>	90.9%	94.45%	88.6%	94.75%	93.32%	91.61%	89.59%	91.98%

- Although there has been an improvement in attendance from 21/22 to 22/23, including a reduction of PA between these years, it will continue to remain a focus to close the gap. Persistent absentee (PA) rates for our children who are eligible for Pupil Premium continues to be high, with 31% of our children eligible for the Pupil Premium being PA in 2022-23.
- OFSTED June 2023 stated: *"Strong senior leadership has created an aspirational culture for pupils. They have ensured the school has retained its focus on how well pupils learn, despite the challenges some pupils faced with social and emotional difficulties after the national lockdowns. Pupils' attendance declined in this period. However, through leaders' tenacious work, all groups of pupils, including those who are disadvantaged, attend school above national rates."*
- Leaders will continue to build on their attendance strategy commended by OFSTED and attendance will remain a continued focus for the new Pupil Premium Strategy to close the gap for our children eligible for PP.

### **Intended Outcome 5: PP children are well supported in terms of their mental health**

- 20 of these children had ELSA/ Pastoral support throughout the academic year - 46.5%
- 7 PP children completed a Hamish & Milo intervention - 16.3%
- Overall 31 PP children received Emotional support over the course of the academic year - either through ELSA, pastoral support, wellbeing club, time to talk, H&M - 72.1%
- Individualised pastoral support will continue to be in place for our children eligible for the pupil premium to support their individual needs. Parental mental health continues to be a concern and the Early Help monthly workshops have worked well to support this with our families.

## Externally Provided Programmes – not applicable

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service Pupil Premium Funding

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

- The pastoral team supported service pupils in group work & focused activities/trips across the year. This has been redeveloped since the pandemic.
- Where appropriate, 1:1 pastoral support work has been provided.

### **The impact of that spending on service pupil premium eligible pupils**

Service pupils have experienced a range of activities and support from the Pastoral team across the year. This has enabled them to share experiences and build a team of support around them within school. Identified pupils have received more focused individual support tailored to meet their pastoral needs.